Guide for schools on Pastoral Support Plans
September 2016
The government’s most recent guidance on the use of Pastoral Support Programme describes a PSP as

a school based and co-ordinated intervention to help individual children to improve their social, emotional and behavioural skills.

Schools are not required by the DfE to use PSPs. This guide represents Gloucestershire LA’s recommendation for the use of PSPs and outlines where schools can access support to implement and monitor them.

**Purpose of PSPs**

The PSP procedure and process is designed to support any pupil for whom the normal school based strategies have not been effective. It is a structured, 16 week intervention to maintain the pupil in school and avoid exclusion. It is not intended as an administrative step on the route to permanent exclusion.

A PSP ensures that interventions for a pupil at risk of permanent exclusion are co-ordinated and targeted to their needs.

A PSP enables the LA through their contribution to meetings, to support good practice, to encourage equity and consistency, and to assess the effectiveness of the programme for the child.

**Who should have a PSP?**

Given the intensive nature of a PSP, schools will wish to target those children who are clearly at risk of disaffection or permanent exclusion. Factors that may be considered include any pupil who

- has had a number of fixed period exclusions (2 or 3 in one term may be a trigger)
- has low attendance impacting on behaviour
- is showing signs of rapid deterioration in his* behaviour
- is at risk of failure at school through disaffection

There are many indicators of disaffection in school; these can range from disruptive behaviour to unauthorised absence and prolonged truancy.
Certain children are at particular risk including:

- Young carers
- Pregnant schoolgirls/teenage mothers
- Travellers
- Refugees

* he and his are used throughout this document to represent he/she and his/her

- Children with chronic health problems
- Children in families under stress eg bereavement, parent in prison
- Children in transition from one phase of their education to another with special educational needs (SEN),
- Looked After Children
- Children from minority ethnic groups
- Young offenders

The PSP, SEN and early intervention

A PSP is never an early or first response when a pupil is failing at school because of his behaviour. It is most likely to succeed as part of a measured response to supporting the child’s emotional social and behavioural needs in school.

- Teachers should respond to behavioural difficulties as a Special Educational Need. The needs of the majority of children displaying emotional or behavioural difficulties can be identified at an early stage through a systematic approach, as detailed in Gloucestershire’s Early Screening and Identification pack – available from Schoolsnet / Special educational needs / Teachers, SENCOs and support staff / Behaviour support in schools and early years /

These children should have an Individual Education Plan (IEP) or equivalent which sets out their needs and sets out specific strategies used to support them.

Before starting a PSP, school staff should use a range of interventions including some of the following as appropriate:

IEP/IBP
- Education psychology
A PSP should not be used to replace the graduated response to special educational needs. (SEN CoP, DfES 2001)

In a small number of cases, a crisis may precipitate unexpected and challenging behaviour, in such cases a PSP may supersede an IEP.

The Process

The process described should be effective in most cases for most schools. However, schools can adapt it to suit the needs of the individual pupil and the circumstances of the school.

We recommend that a senior member of teaching staff is given responsibility for co-ordinating monitoring and reviewing PSPs in the school. This co-ordinator needs to be a member of the SEN department or able to work closely with the SENCo. Even though the Local Authority no longer routinely attends PSP meetings, the head teacher or PSP co-ordinator can contact the Strategic Lead (EP&I) for advice about alternative interventions as well as the timing of a PSP.

Once the school has decided that a PSP is appropriate the co-ordinator needs then to set up an initial meeting, inviting parents and appropriate outside agencies. At this stage, the coordinator should ensure that the parents and pupil understand the nature of the process before the initial meeting.

Appendix A

Gathering information

Before convening the PSP meeting the co-ordinator will have to collate data to inform the PSP. This will include:
• The staff questionnaire. It will not be possible or appropriate to have all staff involved with a pupil at school present at a PSP meeting. It will be useful to have the views of most of those people included.

Appendix B

• The pupil questionnaire. While it is expected that that pupil should attend some if not all of the PSP meeting and encouraged to express views freely and honestly, it may be difficult to ascertain their views during the PSP meeting. An adult who has a good rapport with the pupil should find out what the pupil thinks about the current situation. It may be useful to have the parent or another adult not employed by the school to help the pupil complete the questionnaire whenever possible.

Appendix C

• Evidence of all previous interventions eg
  • Copies of IEPs.
  • Behaviour log and consequences.
  • Behaviour analysis
  • Evaluation of any strategies suggested by EPS, APS etc
  • Attendance record and support
  • The goals of behaviour checklist. The PSP will only make a difference if it can add something more or new to current provision. The detail requested on this checklist along with the information collated from each relevant staff member about the pupil’s effort / attainment / attitude provides those present at the PSP meeting with a way of planning strategies to meet particular pupil needs.

Appendices D and E

• Summary of current support from any relevant agency already supporting the child

The key aspect of this evidence is the previous and current action on the part of the school to deal with the behaviour.

The coordinator will also be responsible for inviting parents and appropriate outside agencies giving ample advanced notice. The school should invite professionals from other agencies eg Health, YSS, Social Care who may be able to work with parents, the pupil and the school to help eliminate the risk of exclusion or disaffection facing the child.

Early intervention means that some or many other agencies are already involved in supporting the family. The coordinator will need to contact any agency to ask for a commitment to providing ADDITIONAL or NEW support
for the family during the period of the PSP as appropriate. The specific support can be agreed in advance or during the PSP meeting.

**Practical arrangements**

Wherever possible the meeting should be held during the school working day. Parents are a crucial part of the PSP process and school staff should try to arrange a time when they can attend the meetings. The coordinator also needs to:

- Book a suitable room with comfortable, level seating and a table
- Ensure refreshments are available - water as a minimum
- Offer parents and the pupil the opportunity to make notes during the meeting by providing pens and paper

**PSP meetings**

The initial PSP meeting should address positive points and main concerns. Everyone present will have to be given the opportunity to have their say and will be expected to offer some contribution to the plan to resolve the difficulties.

Central to the PSP is support and for any support to be effective it is important that the child's behaviour targets are closely linked to the behaviour causing concern. These targets are set by the adults at the meeting.

While a head teacher may decide to exclude a pupil for certain one-off incidents, there are a small number of cumulative behaviours in school that would normally contribute to a decision to permanently exclude:

- Persistent
  - disruption of lessons
  - refusal to follow adult instructions
  - violent or aggressive behaviour/ bullying
  - stealing or damaging property

PSP targets for a pupil will typically focus on:

- allowing teaching and learning in all lessons
- following adult instructions
• showing respect for others/property
• speaking politely to staff
• responding positively to reminders or warnings about behaviour

While school staff will have previously used a range of interventions as part of a child’s IEP or provision map, school representatives at the meeting need to be prepared to make additional commitments as part of the PSP. A typical PSP meeting will include discussions with the child, parents and supporting agencies leading to one or more of the following commitments by the school:

• changes to learning environment and unstructured times
• deployment of additional adults (1:1 or group work)
• review of current differentiation of curriculum
• teaching adaptations to suit learning style and needs
• checks that the behaviour policy consistently applied
• review of current behaviour management strategies
• consultation with colleagues in relevant department, key stage, pastoral team, SENCO
• additional staff training
• liaison with outside agencies
• withdrawal from lessons
• flexible curriculum and/or individualised timetable
• adapted/increased use of ICT to support learning
• risk assessment including preventative and proactive as well as reactive measures
• temporary placement at in-school unit or APS (if available)
• mentoring / counselling
• additional careers advice

At the conclusion everyone will need to be clear about what is to be done, by whom and by when. A date for a meeting to review the PSP will be set.

As each pupil is different, school staff can agree with parents whether and for how long the pupil should attend the meeting.

Generally
• A pupil at secondary school will attend the whole meeting
• A pupil in Junior years will join the meeting after the adults have agreed the main elements of the support plan
• It may not be appropriate for a pupil in Infant years to come to a PSP meeting at all.

   The child’s parents and/or class teacher will need to talk to the pupil after the meeting.

In some cases the pupil will be too upset, anxious or disengaged to agree any commitments. This is normal and should not prevent the PSP going ahead.

Parents are central to the process and need to be present at meetings and willing to make a commitment to the PSP.

After the initial PSP meeting and each review meeting the coordinator will need to make sure all relevant staff who did not attend the meeting, know about the commitments.

**Appendix F**

A PSP normally runs for 16 school weeks to ensure the pupil has the opportunity to demonstrate improvement. A formal review is held at around eight weeks. In exceptional circumstances the plan can be extended for a further 4 to 8 weeks. Such circumstances involve events beyond the control of the pupil that may reduce his chances of meeting the targets set for him eg family bereavement or major change in family or school circumstances.

**Appendix G**

**Monitoring**

A member of school staff will normally meet the pupil regularly to review his progress towards the PSP targets. This gives the pupil the chance to identify what has gone well and how to replicate success.

The key people who attended the original PSP meeting will be invited to the 8 week and to the 16 week review to examine progress.

**During the 8 week review:**

All commitments agreed at the initial meeting need to be reviewed.

School staff will share reports about the child’s progress towards the targets. Any supporting agencies will report on the commitments they made.

**Appendix H**

Staff, parents and other professionals may make adjustments to their commitments if necessary. The targets set for the pupil should stay the same for the 16 week period. If the pupil has already met the target consistently, then he will need to consolidate their success over the second 8 week period.

Focusing on solutions is the key to success. If the current provision does not meet the child's needs, further measures should be identified at the review to help him sustain his
place in school.

Appendix I

At the 16 week review:

- All commitments agreed at the previous meeting are reviewed.
- School staff will share reports about the child’s progress towards his/her targets.
- The PSP is evaluated and judged to have either been successful or unsuccessful.

After the PSP

What if the plan is successful?
If the PSP has been judged to have removed the risk of permanent exclusion or disaffection, the pupil is given credit for responding positively to the support offered. School staff may continue to support and monitor their behaviour as in most cases the pupil will continue to have challenging behaviour despite the progress they have made.

What if the plan is not successful?
If it appears that the PSP is unlikely to be successful, alternatives should be discussed at the review meeting. The coordinator will need to contact parents to discuss options if the school feels that the plan is failing between review periods. If, after 16 weeks a PSP has not managed to remove the risk to disaffection or exclusion then the school may decide to end the additional support agreed at the initial meeting. In some cases, children manage to make changes to their behaviour after a PSP has finished and has deemed to be unsuccessful. If the pupil does not manage to change their behaviour then the head teacher may ask the Strategic Lead from the Education, Performance and Inclusion team (EP&I) for advice on alternatives.

Information on the following is available on Schoolsnet:

Managed Move Protocol
LAC Protocol
Parenting Contracts

The Strategic Lead (EP&I) can be contacted at Shire Hall in Gloucester:
01452 427360
What is a PSP?
A Pastoral Support Plan (PSP) (sometimes called a Pastoral Support Programme) is a school-based intervention to help individual children manage their behaviour in order to successfully complete their education at school.

When should a PSP be set up?
A PSP should be set up if your child:
- has been identified as being at risk of permanent exclusion.
- has been identified as being at risk of failure at school through disaffection.

An adviser from the EЯI team may suggest a PSP for pupils who have had a number of fixed period exclusions.

You can also request a PSP for your child. Talk to school staff if you need further advice about PSPs.

Setting up a PSP
The PSP is co-ordinated by a named member of school staff.
- A member of the school Senior Management Team should invite you to a meeting to discuss and agree the plan.
- The school may invite other professionals from other agencies eg Health, YSS, who may be able to work with you, your pupil and the school to help eliminate the risk of exclusion or disaffection facing your child.
- Wherever possible the meeting should be held during the normal school working day.
- Parents are a crucial part of the PSP process and school staff will try to arrange a time when you can attend the meetings.

Should my child come to the meetings?
- You will be able to agree with school staff whether your child should be present for the whole meeting or join in towards the end. Generally children at secondary schools attend the whole meeting.

What will happen at the first meeting?
- The initial PSP meeting will look at positive points and main concerns.
- Everyone present will have the opportunity to have their say and will be expected to offer some contribution to the plan to resolve the difficulties.
- Central to the PSP is support. As a parent you can suggest ways you think the school can support your child.
- This is your chance to talk about things that have been most helpful for your child in the past.
- For the PSP to be effective it is important that your child commits to meeting key behaviour targets.
- By the end of the meeting, everyone should be clear about what is to be done, by whom and by when.
- A date for a meeting to review the PSP will be set.

How long will the PSP last?
A PSP normally runs for 16 school weeks to ensure your child has the opportunity to show improvement. A formal review is held at around 8 weeks. In exceptional circumstances the plan can be extended for a further 4 to 8 weeks.

How will we know if the PSP is working?
A member of school staff will normally meet your child regularly to review their progress towards the PSP targets. This gives your child time to identify what has gone well and how to repeat success.

The people who attended the original PSP meeting will be invited to review meetings to examine progress.

During the 8 week review:
- All commitments agreed at the initial meeting are reviewed.
- School staff will report on your child’s progress towards the PSP targets.
- The commitments made by staff, parents and other professionals may change if necessary. If the current support is not meeting your child’s needs further measures can be put in place to help your child manage their place in school.

At the 16 week review:
- All commitments agreed at the previous meeting are reviewed.
- School staff will share reports about your child’s progress towards their targets.
- The PSP is evaluated and judged to have either been successful or unsuccessful.
- What if the plan is not successful?

If it appears that the PSP is unlikely to be successful, alternatives will be discussed at the review meeting. The head teacher or member of staff responsible for PSPs will contact you to discuss options if the school feels that the plan is failing between reviews.
Pastoral Support Programme
Prior to Initial meeting

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<thead>
<tr>
<th>Child’s name</th>
<th>Date of Birth</th>
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<tr>
<th>Category</th>
<th>Overall poor</th>
<th>Overall satisfactory</th>
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<td>Attainment</td>
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<td>Homework</td>
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What classroom management strategies have you found to be most effective for this child?

Additional comments:

Name: | Role: | Date:
# Child’s thoughts about school

**Name:**

**Date:**

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<tr>
<th>The things I like best at school are:</th>
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<th>The things I am good at or interest me are:</th>
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<th>The people I like best at school are:</th>
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<tr>
<td>Adults</td>
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<td>Children</td>
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<th>The things about school I don’t like are:</th>
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<th>The things about school I find difficult are:</th>
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I think school would be better for me if:

At school I would also like:
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<tr>
<th>Health – emotional or physical</th>
<th>For each of the following behaviours rate the frequency for the child</th>
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<td>0 = Very rarely or never</td>
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<td><strong>Talks out of turn</strong></td>
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<td><strong>Acts like the class clown</strong></td>
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<td><strong>Distracts others from learning</strong></td>
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<td><strong>Puts hand up to ask unnecessary questions</strong></td>
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<td><strong>Requests toilet break during lessons</strong></td>
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<td><strong>Pushes and/or touches others while lining up</strong></td>
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<td>Loss – bereavement or separation</td>
<td><strong>Whistles/hums during lessons</strong></td>
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<td>Safety – personal</td>
<td><strong>Hitting / kicking / punching others</strong></td>
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<td><strong>Refuses to make amends or apologise</strong></td>
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<td></td>
<td><strong>Apparently unprovoked verbal attacks on other children</strong></td>
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<td><strong>Tries to “get even” with someone for perceived or real wrong doing</strong></td>
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<td><strong>Holds a grudge</strong></td>
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<td><strong>Reacts extremely to accidents against their person or belongings</strong></td>
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<td><strong>Says things that are personally hurtful</strong></td>
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<tr>
<td>Additional learning difficulties</td>
<td><strong>Appendix D</strong></td>
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</table>
Based on work by Rudolf Dreikurs - misdirected goals of behaviour

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<tr>
<th>Key issues known for this child that may be impacting on their behaviour in school</th>
<th>Totals provided by members of staff</th>
<th>0 = Very rarely or never</th>
<th>1 = Occasionally</th>
<th>2 = Regularly</th>
<th>3 = Very often</th>
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<td>Health – emotional or physical</td>
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<td>Key subject areas where behaviour differs significantly from most</td>
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Appendix E
Pastoral Support Programme

Initial meeting

Child:
Date of birth:
Date of meeting:

Attendees:

Reason for PSP:

Supporting facts for the PSP (what do we know about the pupil that gives school staff confidence that a PSP might be successful?)

Previous school interventions (current IEP/IBP target provision)

List of supporting documents/reports to be attached:
What needs to happen to remove this risk of permanent exclusion/disaffection?

The pupil will:

The school will:

The child’s parent/carer will:

Other agency involvement/commitment to PSP:

Date of interim review: Final review:

cc Parent
### Pastoral Support Programme

**Meeting Feedback**

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<th>Child:</th>
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<th>Child commitment:</th>
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<th>Other agency commitment:</th>
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Please speak to the PSP co-ordinator if you have any query about any of the commitments above. All commitments will be reviewed at PSP meetings.
# Pastoral Support Programme

Prior to review meeting

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**Target** | **Percentage of time the child met this target during the review period**

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Please tick in one box only for each category

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What classroom management strategies have you found to be most effective for this child?

Additional comments:

Name: | Role: | Date:
Pastoral Support Programme

Review

Child:
Date of birth:
Date of meeting:

Attendees:

Progress – refer to PSP
To what extent...
  • Has the pupil met the PSP targets?
  • Did the school provided the additional support agreed at the last meeting?
  • Has the child’s parent/carer met their commitments to the PSP?
  • Has any other agency been involved?
Additional information
(including any new school, parent or outside agency commitments)

Outcome of review:

Date of next meeting – if appropriate:

cc Parent
Sample PSP - Primary

Pastoral Support Programme
Initial meeting
Glenarm Primary School

Date of meeting:
Student's name: Claire S - yr 2
Date of birth:

Attendees:
Senior Teacher (Head /Deputy head teacher)
Class teacher
SENCo
Parents

Reason for PSP.
- Claire has had 2 fixed period exclusions this term for hurting other children in school.
- She has been physically restrained on three occasions to prevent her from jabbing another pupil in the face (once with a paintbrush and twice with a pencil). On each occasion Claire did not respond to adults telling her to put the object down and became aggressive with her teacher when she came between her and the other child.

Supporting facts for the PSP (what do we know about the student that gives school staff confidence that a PSP might be successful?)
- Claire is in a mixed aged class and gets on well with two older girls. She is able to play gently with them. On a couple of rare occasions when Claire was rough at play with these girls, she responded positively when they refused to continue the game with her
- Claire enjoys using the class computer and can sit well during carpet sessions when she knows she will be able to use the computer afterwards
- Claire has a very good relationship with the school secretary who is a family friend and Claire calms quickly when she is with her
- Claire is always keen to come to school and had 100% attendance last year. She was very upset to miss school in November when she was ill for 2 days
- Claire enjoys 1-1 attention and is generally well behaved during weekly small group social skills sessions
- At a cognitive level, Claire knows what gentle behaviour means

Previous school interventions (current IEP/IBP target provision)
- Claire has an IEP at School Action Plus with behaviour as well as cognition targets and strategies for her teacher and support staff – During the previous review period Claire had made very limited progress towards her targets. The targets were supported by advice from advisory teacher for C&L
- Claire had 1-1 plus in class support from the Primary Outreach Team of the Pupil Referral Service – This had a very positive impact on Claire’s self esteem but did not reduce the incidents of aggression

List of supporting documents/reports to be attached:
- Thoughts about school completed with the class TA
- Current IEP / Review paperwork from APS-outreach team
- Teacher summary sheet
What needs to happen to remove this risk of permanent exclusion/disaffection?

The pupil will:

- Treat all other children consistently gently in school – no reported incidents of hurting others

The school will:

Mr Kennedy will carry out a risk assessment and set up a plan for anticipating a violent outburst by Claire. The plan will include the following strategies for adults in school:

- Allow Claire to leave the classroom with the class TA just before the end of the day when other children begin to pack up for home
- Remove other children to a safe place when Claire has an outburst.
- Allow sufficient time for Claire to calm down before expecting her to hear, reflect or make reparation for anything that has happened. It will be important that she speaks to any pupil who might have been hurt before the end of the same school day. Reparation will need to be managed sensitively to avoid humiliation on Claire’s part and to help her learn to sort things out as a matter of course.

Mr Kennedy will brief all staff to:

- Use short simple directions emphasising the preferred behaviour. Expect compliance eg ‘Sit down quietly’ rather than ‘don’t make so much noise.’ Claire, this is my turn to talk, I expect you to listen. Thank you.’
- Limit the time Claire is allowed to spend outside and giving her a responsibility to take on for the remaining minutes or directing Claire to be with a named member of staff who will lead play activities and provide positive feedback as she begins to develop the specific play skills. Claire might then be allowed to take more responsibility for managing her own play activities.
- Encourage a no tolerance approach to hurtful behaviour. Mr Kennedy will lead the whole school assembly teaching children to respond assertively by using an open hand gesture and a clear loud simple statement - Stop it I do not like that! In this way Claire gets immediate feedback about her behaviour from her peers

Mrs Stewart will:

- Use scaling activities during 1 - 1 withdrawal 2 x weekly to allow Claire time to explore strategies to manage difficult feelings
- Use ‘positive blame’ to help Claire begin to reflect on ways she is able at times to do the right thing eg You played really gently today, how did you do that?’ This way of talking should reflect the positive ethos of the school and the adults' persistent interest in 'what works' over 'what's wrong' in terms of children’s behaviour.

The child’s parent/carer will:

- Use a scaling approach to discuss Claire’s successes on a daily basis using a ‘positive blame’ approach
- Continue to liaise closely with school staff as appropriate and attend PSP review meetings
- Contact her GP during the forthcoming week to discuss possible medical reasons for Claire’s aggressive behaviour at school and home

Other agency involvement/ commitment to PSP:

- Strategic Lead from EP and I team to lead senior staff meeting to agree support for subject teachers to make the PSP a success

**Date of interim review:** + 8 weeks

**Final review:** + 16 weeks

cc School File, Parent,
Pastoral Support Programme
Initial meeting
St Louis High School

Date of meeting: Student's name: Connor D - yr 10
Date of birth: Attendees:
Senior Manager (Head of Key Stage /Deputy Head teacher)
Tutor/head of year
Parents
Student

Sample PSP - Secondary

Reason for PSP:
- Connor as had 4 fixed period exclusions this term for persistent disruption of lessons.
- He has been sent out of lessons 6 times in 3 weeks for incidents of rudeness to staff
- Last month he was involved in a serious bullying incident of a younger student which led to the permanent exclusion of one of his friends

Supporting facts for the PSP (what do we know about the student that gives school staff confidence that a PSP might be successful?)
- Connor had no referrals on his behaviour log in year 7 and 8.
- Mr Jones feels that the bullying incident was out of character for Connor and unlikely to be repeated as he expressed real remorse for what had happened
- He is generally well behaved in maths, art and ICT lessons.
- Connor’s parents are very supportive of school plans to help Connor.
- Connor recently had a good reference from his work experience mentor who described him a reliable and sensible.
- On a one to one basis Connor shows good interpersonal skills and has a good sense of humour.
- Connor has 2 friends who are particularly good role models
- Mr Jones is confident that Connor has the potential to get 5 GCSEs if his attendance improves to allow him the opportunity to catch up with missed coursework

Previous school interventions (current IEP/IBP target provision)
- Connor has an adapted timetable and gets 1-1 support to catch up with geography coursework in study support on Tuesdays – this had had limited success
- Connor sees the school counsellor once weekly – Connor says this has been helpful
- Connor has an IEP at School Action Plus with behaviour targets and strategies for subject teachers – During the previous review period Connor had made some success towards his targets. New targets were then set supported by advice from the EP
- Connor has been on Head of year report for 4 weeks – most comments have been positive but Connor regularly loses the report

List of supporting documents/reports to be attached:
- Current IEP and EP report
- Pastoral summary and attendance log
- Teacher summary sheets
What needs to happen to remove this risk of permanent exclusion/disaffection?

The student will:

- Allow teaching and learning in all lessons
- Treat all other students consistently with respect in school – no reported incidents of bullying
- Speak politely to staff at all times

The school will:

Mr Jones will arrange:

- TA support in 3 English lessons weekly where Connor struggles most
- Change in staffing for one geography catch up session
- Work related tutor to explore work experience options for Connor in car mechanics
- Additional Connexions time to allow Connor a chance to explore/plan for post 16
- Extended use of his time out card to include maths and monitor the use of the card closely to ensure Connor does not miss out on essential teaching time
- Continued written feedback to Connor via the HOY report and adapt it to allow Connor to have a new card daily
- All teaching staff to give Connor a verbal reminder before issuing formal warnings about rudeness where possible to allow him take up time to avoid escalation of incidents

Mrs Allen will:

- Use scaling activities during mentoring sessions to allow Connor time to explore strategies to manage difficult feelings
- Meet Ms D to begin a CAF to explore the family’s broader needs
- Review progress towards PSP commitments with Connor fortnightly

The student’s parent/carer will:

- Use the HOY report to discuss Connor’s successes on a daily basis using a ‘positive blame’ approach
- Work with attendance officer to support Connor to attend every day
- Help Connor to develop a plan for post 16 to motivate him to achieve at school
- Continue to liaise closely with school staff as appropriate and attend PSP review meetings

Other agency involvement/ commitment to PSP:

- Attendance officer to visit the family week beginning 14/10 to discuss strategies to increase attendance to 95%
- Strategic Lead from EP and I team to lead senior staff meeting to agree support for subject teachers to make the PSP a success

Date of interim review: + 8 weeks
Final review: + 16 weeks

cc School File, Parent
This guide was written by the Education Performance & Inclusion team
Please contact us on 01452 427360 if you have any questions.